

- Children must be **aware** spoken language is made up of **words, parts of words, and sounds in words**



- Find your peer partner and join another pair to form a group of 4
- Review what you learned from completing the assignments and your questions
- Report what you learned to large group



- Children need to be aware spoken language is made up of...

- Words

Zebra

- Parts of words

Sand-wich
Yel-low

- Sounds in words



Outcome

■ **Adults** will understand and use strategies that include:

- Rhyming
- Sentence completion
- Segmenting words
- Blending words
- Alliteration

Iowa Early Learning Standard

- **Children** engage in early reading experiences.



Benchmark

- **Children** demonstrate awareness that language is made up of words, parts of words, and sounds in words.

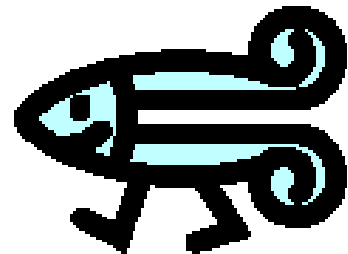
- Two predictors of first-graders learning to read with ease
 - Phonemic awareness skills
 - Letter recognition



What is Phonemic Awareness?

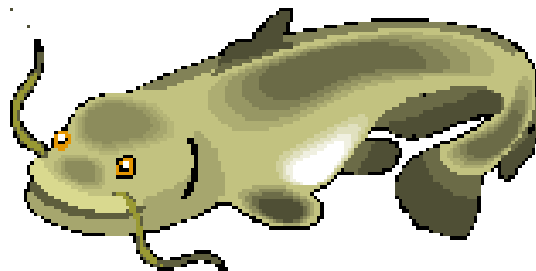
- Understanding that individual sounds make words

FISH



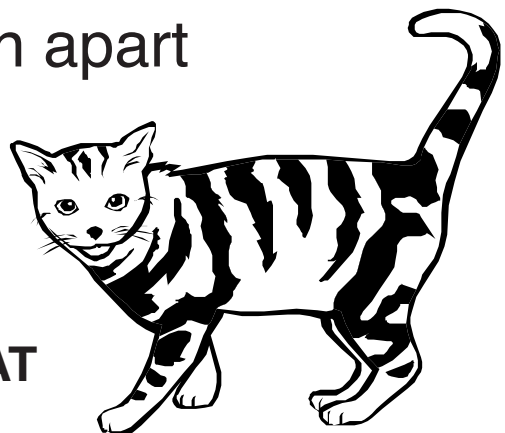
- Sounds can be put together or blended

CATFISH



- Sounds can be taken apart or segmented

C-C-C-A-AT

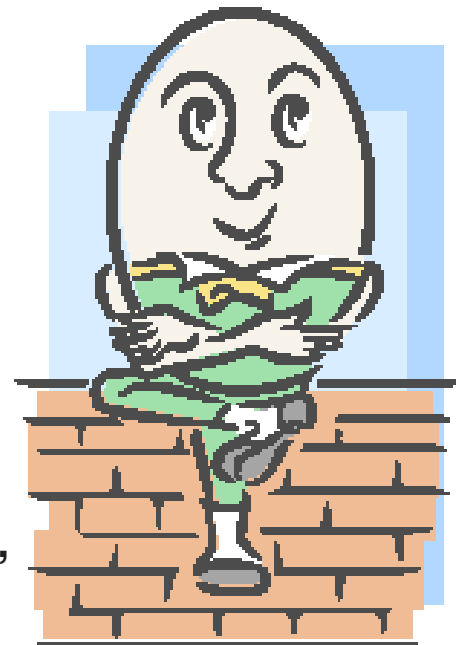


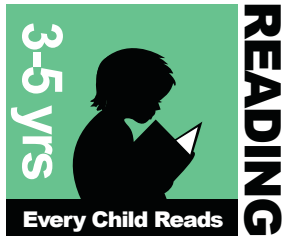
What is Phonological Awareness?

■ Understanding that language is made up of...

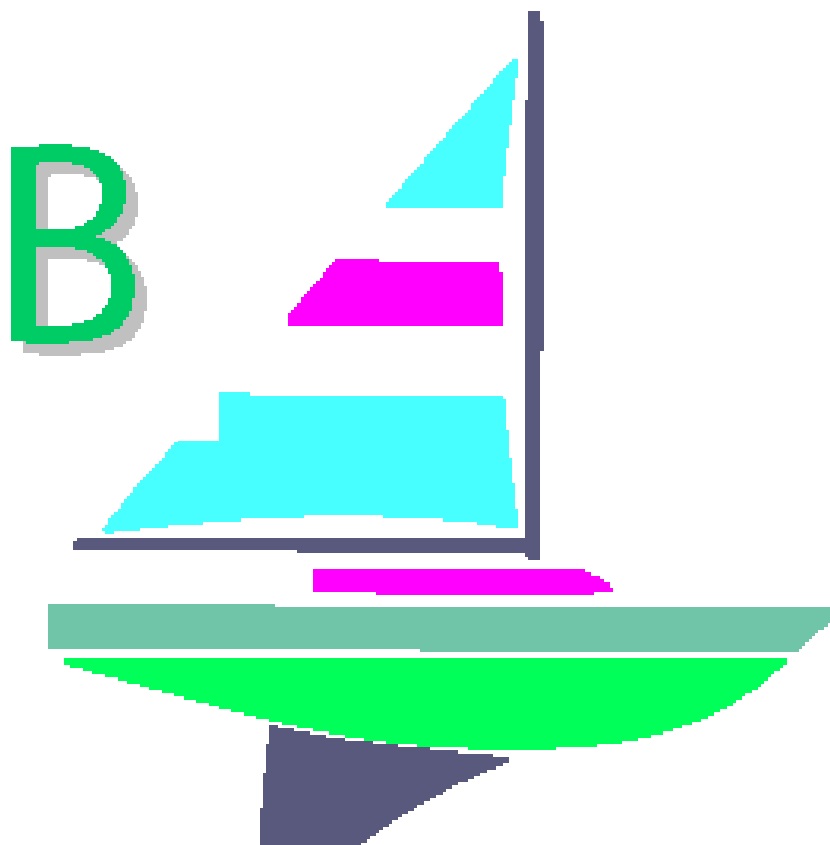
- Words
- Parts of words
- Sounds (phonemes)

**Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the king's horses
And all the king's men
Couldn't put Humpty together again!**

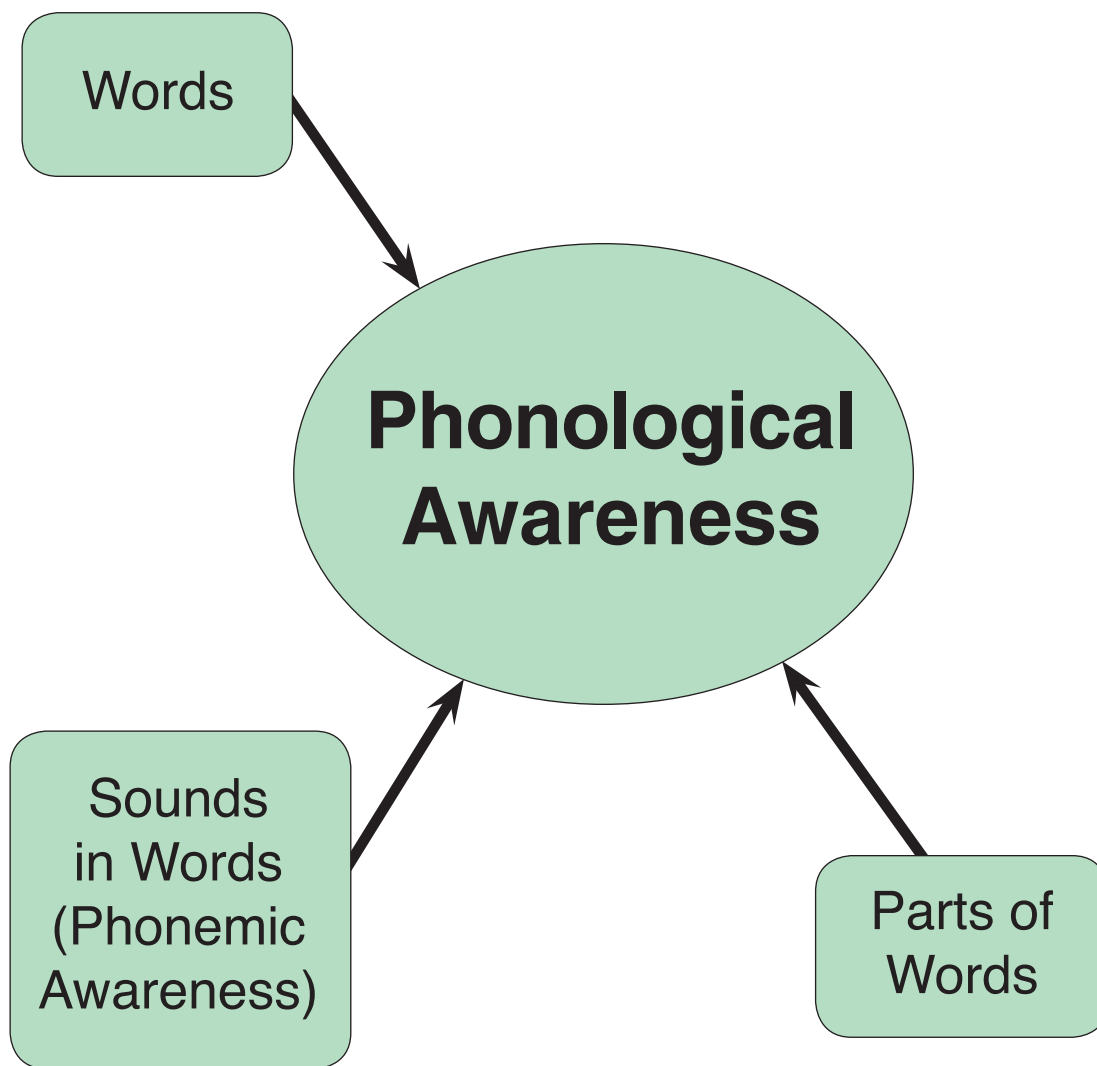




Phonological
awareness
is
NOT
phonics



- This is the letter B
- B is for boat

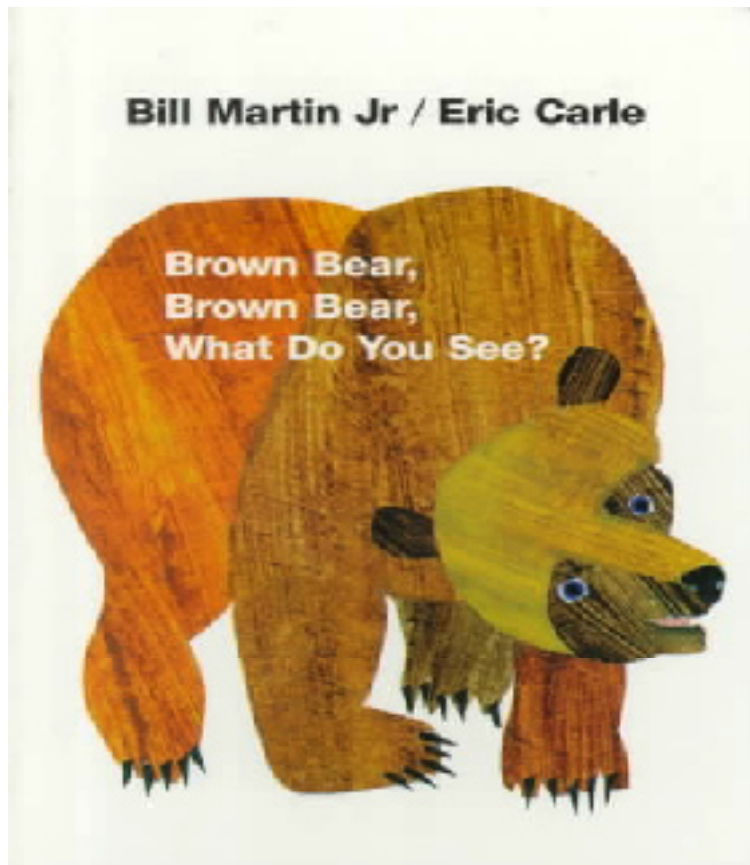


- By three years of age, most children can understand and say many words
- Word awareness skills that begin developing include:

- Say familiar rhymes
- Match some rhyming words:
“Do cake and bake sound the same?”



- Rhyming
- Sentence completion



1. Point to pictures*
2. Make predictions *
3. Ask questions*
 - YES/NO
 - ‘WH--’
 - Open-ended



4. Answer children's questions*
 - *Important to story

Word awareness strategies

5. Read rhyming words
6. Use sentence completion

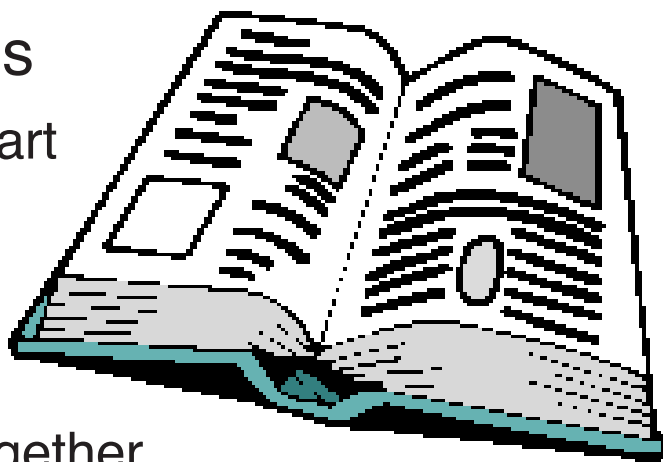
- Around 4 years of age, children begin to understand that words have parts, or there is a rhythmic separation of words
- About 50 percent of children 4 years old can count the number of parts in words
 - DOORBELL: two parts to word
 - BIGGEST: 'est' part changes meaning

■ Segmenting words

- Taking words apart

■ Blending words

- Putting words together



■ At 5 years of age, some children understand there are sounds in words (b - a - t)

- Last skill to develop
- Easy for some children; difficult for others
- Most essential skill for reading and writing



- Take away sounds from words
 - **Ricky** take away 'ee' sound becomes **Rick**

- Compare beginning and ending sounds
 - '**cook**' has a 'k' sound at beginning and end of word

- Blend sound parts together
 - 'k' - 'a' - 't' sound parts blended together is 'cat'

- Focus on same/different sounds
 - Beginning sounds
- Alliteration
 - Say same sound at beginning of several words

**Simple Simon met a pieman going to the fair.
Said Simple Simon to the pieman,
“Let me taste your ware.”
Said the pieman to Simple Simon,
“Show me first your penny.”
Said Simple Simon to the pieman,
“Sir, I have not any!”**



- Many words in the same sentence have the same beginning sound

- ***Berenstain ABCs***

Beautiful baboon blowing
bbubbles biking backward



- ***Alligator Arrived with Apples:
A Potluck Alphabet Feast***

Bear brought banana bread,
biscuits, and butter



- ***Toot and Puddles***

Ballerina blowing bbubbles



- Make activities fun and playful
- EXPECT and ALLOW for INDIVIDUAL CHILD DIFFERENCES
- Do **not** make judgments about children's skills in response to activities



- Review Participant Profile
- Complete Evaluation Form
- Pick up Job Aids

